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ABSTRACT

This program description of Project ORDER outlines the design of the reorganization of the B. C. Elmore Middle School in the North Forest Independent School District, Houston, Texas. The school is located in a low economic, predominantly black neighborhood. Prior to Project ORDER, the school experienced a fairly high incidence of disorderly student behavior and disruption, which has since diminished. This paper describes the reorganization of the middle school's administration and instructional staff, its curriculum and extracurricular activities, its changes in facilities and in student body organization, and its actions to improve school community relations. Evaluation of the program shows clear evidence of success. In addition to improvement of student behavior, students' attitudes toward school are more positive, and attendance is up. (Author/DS)

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PROJECT ORDER: REORGANIZING A MIDDLE SCHOOL FOR RESPONSIBILITY, DEPENDABILITY, EDUCATION AND REALITY

Edited by

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B. C. Elmore Middle School

North Forest Independent School District

1977

EA 009 323

B. C. ELMORE MIDDLE SCHOOL

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Paul Q. Watson	Assistant Principal

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

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C. J. Howell	Deputy Superintendent
Toley Hart	Assistant Superintendent
George Vaults	Director of Middle Schools
Josette Smith	Director of ESAA

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PROJECT O ORGANIZATION FOR

R RESPONSIBILITY,

D DEPENDABILITY,

E EDUCATION AND

R REALITY

ACKNOWLEDGEMENTS

Project ORDER has been planned and implemented under the direction of Robert B. Jones, Principal of B. C. Elmore Middle School and Josette Smith, Director of ESAA and George Vaults, Director of Middle Schools of the North Forest Independent School District.

This report has been compiled from information, reports, and oral presentations prepared by many members of the faculty and staff.

In addition to the principal, directors, and editors, the following individuals should receive credit for contributions: The Assistant Principal Paul Q. Watson, and the Team Leaders Wilbon Boutte, Rita Dupree, Ernestine Taylor, and Geraldine Wilkins, teachers Gloria Holden, Linda Hough, and Sharon Wycoff, who made special contributions, the librarian Ken Kowen, who arranged the slide presentations, and the University of Houston administrative assistants Tilman Hale, Carolyn Lindsey, Roosevelt Miott, and Larry Vaughn.

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Of course, any errors or misinterpretations are the responsibility of the editors, Stanley G. Sanders, Janis S. Yarbrough, and Raquel Bauman.

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PROJECT ORDER: REORGANIZING A MIDDLE SCHOOL FOR RESPONSIBILITY, DEPENDABILITY, EDUCATION AND REALITY

INTRODUCTION

Project ORDER is a systems design for reorganizing B. C. Elmore Middle School in the North Forest Independent School District in Houston. The school is located in a low economic, predominantly Black neighborhood. Its enrollment resembles that of many inner city schools which, for right or wrong, are often stereotyped as being violent and disorderly. Its student body is ninety-nine percent minority.

The reorganization is planned and implemented for the purpose of developing an atmosphere of positive, constructive, orderly and acceptable student behavior in which learning can occur, and in order to overcome the adverse effects of minority group isolation. The letters O-R-D-E-R represent Organization for Responsibility, Dependability, Education and Reality.

The project is based upon four basic assumptions, with four main aspects of its plan and implementation.

Assumption 1. Much of the disorder and lack of control in our secondary schools, and especially in our metropolitan areas is due to the existence of large, impersonal and anonymous masses of students. Many students feel alienated, and teachers feel helpless because they are unable to cope with the situation.

To relieve the students' feelings of alienation, and teachers' helplessness, Elmore has organized its student body into clusters, and its teachers into teams. The purpose of this type of organization is to provide most of the student's program within a team or cluster. This helps provide a feeling of cohesiveness and identity for the teacher as well as the student.

The cluster approach is based on the belief that behavior, teaching, and learning can be improved if the student body is divided into smaller

groups, in this case, three clusters of about three hundred students each plus a fourth cluster for special subjects and programs.

A team of teachers is responsible for the majority of the educational program of the smaller group of youngsters. Students remain in their respective clusters for all classes except when special facilities or special programs require a move to Cluster Four. Cluster identification is strengthened by organizing extracurricular activities, and affective education within the cluster setting.

To facilitate the implementation of Project ORDER, additional staff members have been added to assist in achieving the stated goals and objectives. These members are two counselors, four team leaders, one Crisis Intervention Center teacher, and four teacher aides. For the original planning and initiation, consultants and administrative interns were also employed.

Assumption 2. For the last two or three generations we have tended to abandon a traditional role of the school, that of teaching attitudes and values. This has been a mistake. We must return to teaching affective education directly.

Project ORDER has involved the development of a comprehensive educational program based on modern theories of psychology and sociology. Models of reality therapy, value clarification, transactional analysis, behavior modification, and individually Guided Education have been implemented into the various classroom settings after intensive staff development.

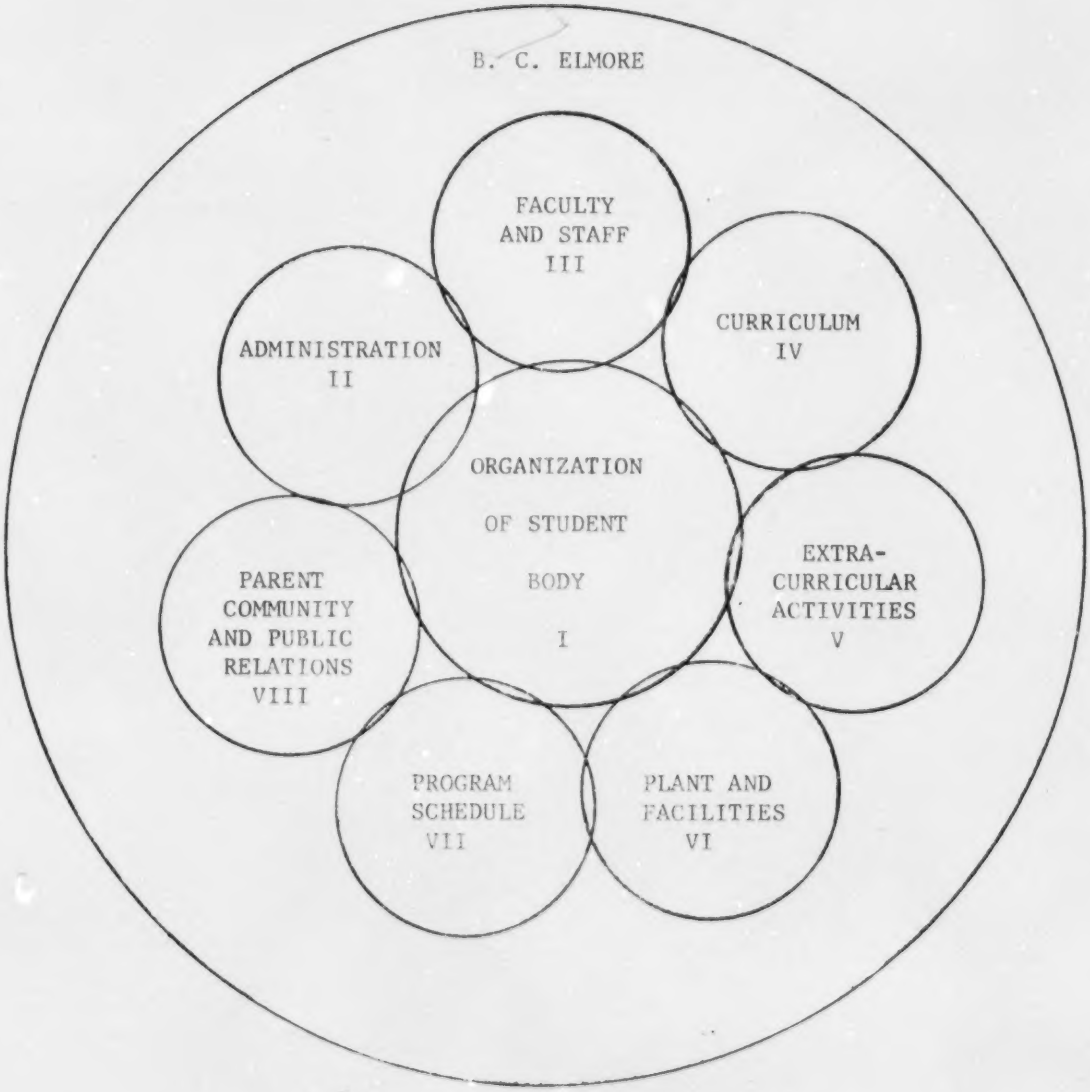
Assumption 3. A large percent of any school's serious behavior problems are caused by a small percent of the students. The project includes provision for a Crisis Intervention Center or C.I.C. It provides a setting which is more appropriate for students who cannot adapt to the regular classroom and who disrupt the teaching learning environment. Its purpose is to help boys and girls learn how to become involved in changing their undesirable behavior patterns.

Assumption 4. Much of the alienation and misbehavior is caused by a curriculum which is irrelevant and inappropriate for many students, particularly in this sort of urban situation. Project ORDER incorporates a well defined system of staff development to help teachers make the curriculum more relevant and appropriate.

THE MANAGEMENT SYSTEM

A systems model has been used in designing and implementing Project ORDER. All parts and programs have been coordinated through use of the systems approach, thus allowing flexibility and still assuring that no aspects will be neglected and that all will be coordinated. The model recognizes eight subsystems, and each is given separate consideration and attention. (See Figure I.) The plan takes into consideration the fact

FIGURE I B. C. Elmore Middle School as a teaching, learning, behaving system. Our model is made up of 8 different subsystems, each dependent on the other.



that these subsystems interact. Any change in one subsystem affects all others. In effect, the systems approach provides organized adaptability.

SUBSYSTEM I: STUDENT BODY ORGANIZATION

The student body is organized into four clusters with each cluster housing 250 to 300 students. Each cluster is composed of one team leader, a group of teachers, and a teacher aide, and there is a counselor for each two clusters. In this new situation, students have developed a sense of group identity and importance through cluster-related activities. The student feels a closeness not only to his peers, but also to the faculty and staff with whom he associates daily. In becoming acquainted with the cluster, its purpose, and function, the student learns that the cluster operates as a unit and that there are general cluster rules which are posted in the classrooms. Within the cluster, the homeroom has become a means of increasing knowledge through direct teaching of values, attitudes, and behavior. The homeroom is no longer simply an information center but a guidance center as well. The student becomes closely identified with one teacher and is able to discuss problems that occur at school and at home.

One of the most unusual aspects of the cluster make-up is the existence of the Crisis Intervention Center for students who cannot or will not adapt to the regular classroom. Placement into the Crisis Intervention Center begins with the Admission and Dismissal Committee. This committee is composed of students, teachers, and administrative personnel. They listen to charges against students and reports of misbehavior. When all information has been reviewed by this committee, a decision is made as to whether or not the student will be referred to the Crisis Intervention

Center. Assignment to the center prevents these students from continuing to disrupt the school program, but makes suspension from school unnecessary.

Once the student has been assigned to the Crisis Intervention Center, each of his teachers make lessons and assignments available to the Crisis Intervention Center teacher. The Crisis Intervention teacher and an aide work with all students helping them with their daily assignments. When students become a part of the Crisis Intervention Center, contact with other students ceases until they are ready to return to their regular classes.

Reality therapy is used with these students to help them improve their behavior. When a student feels that he is ready to leave the Crisis Intervention Center, he must develop an acceptable plan of conduct that will be approved by the Crisis Intervention Center teacher. This plan is then submitted to the Admission and Dismissal Committee for their consideration. Once a student is allowed to return to his regular class, he is on probation for the first two weeks and must receive acceptable ratings from each of his teachers or return to the Crisis Intervention Center.

SUBSYSTEM II: ADMINISTRATIVE ORGANIZATION

The principal heads this organized school. (See Figure II.) He is positive, has a constructive manner and contributes to a meaningful learning environment. "Welcome to all" is his open door policy for discussion of problems, approval of school projects, or consideration of needs of the school. The assistant principal helps in developing plans for in-service and all aspects of the curriculum.

Because of the cluster organization, the four team leaders are especially important. They give instructional leadership. They have guidance duties and also share the responsibility for control of the

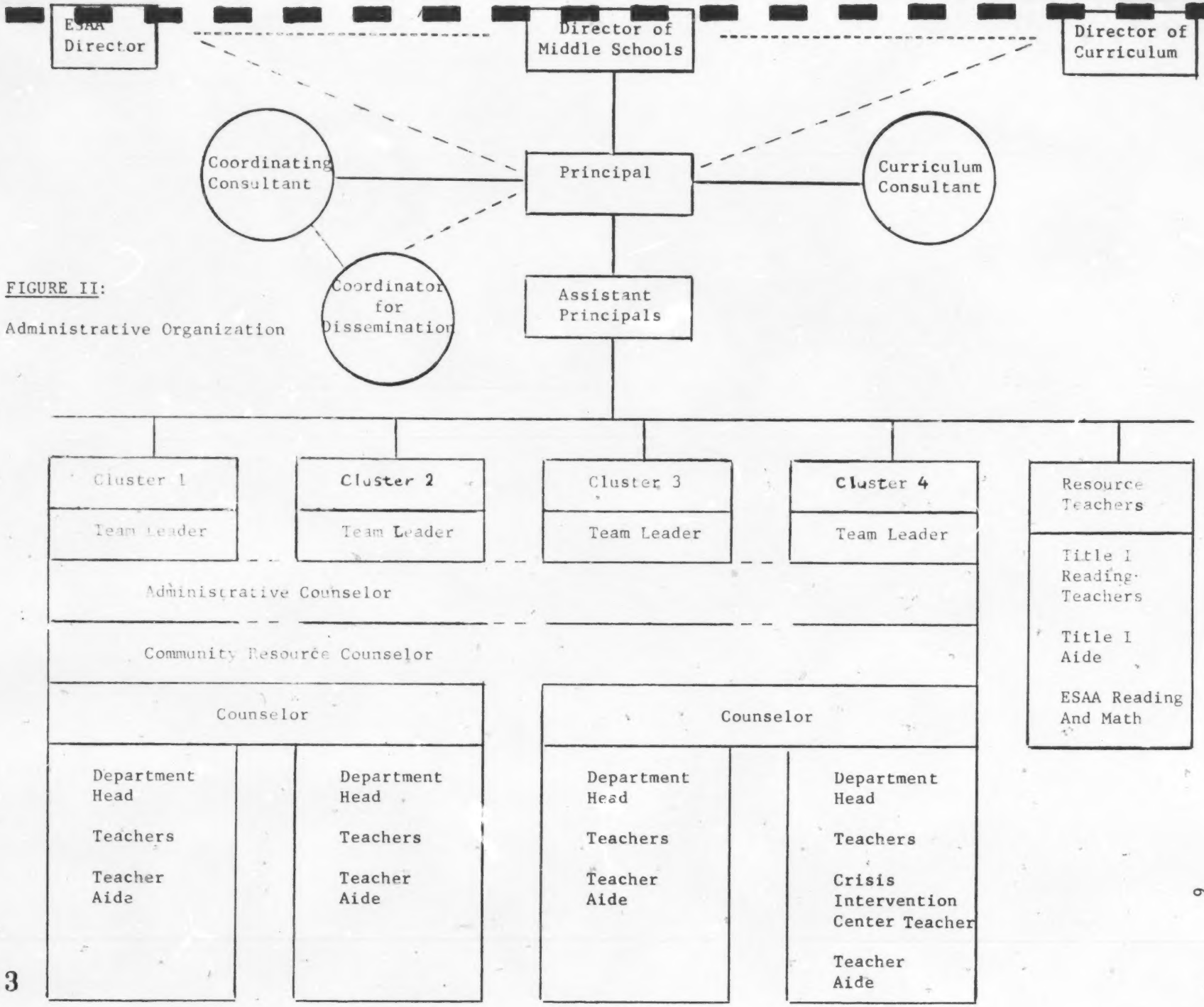


FIGURE II:

Administrative Organization

behavior of students in clusters. They are available when teachers need help. Team leaders work with regular classes for three periods each day, lead instructional planning, and cooperate with team teaching units.

SUBSYSTEM III: FACULTY AND STAFF ORGANIZATION

The faculty of each cluster acts as an interdisciplinary team, covering all of the basic subjects. These teams work together to determine over-all goals, programs, and methods. This differs from the usual team-teaching in that an individual teacher may still specialize in a given subject area and may teach a single class in a self-contained classroom.

Communication between teachers has greatly increased so that each teacher is aware of what is happening in the student's other classes, and each teacher strives to reinforce the total program so as to overcome some of the segmentation which often occurs in a completely departmentalized plan. Teachers are concerned with behavior of students throughout the cluster.

All academic courses are taught within a cluster. However, chairmen, who are located in various clusters, plan and coordinate curriculum and methods for the subject matter areas for the entire school.

Teachers of certain special subjects are organized into Cluster Four, and serve the students in all three regular clusters.

SUBSYSTEM IV: CURRICULUM ORGANIZATION

The curriculum assures that the student is offered a wide variety of courses to help meet his or her individual needs. An enlarged number of electives are offered with affective education rather than cognitive as their primary aim. Their purpose is to improve interest and attitude toward learning. The electives provide subject and cultural diversity for

the student. In agreement with the middle school concept, electives at Elmore serve for exposure and exploratory purposes rather than for mastery of knowledge or skills. The student is able to choose the elective that fits his personality best. His cognitive gains in an elective are voluntary and appreciated by him because this is where he chooses to be. Many electives have been spring boards to a growing number of extra-curricular activities.

Some of the many electives afforded at B. C. Elmore Middle School are: speech and drama, creative writing, choral music, band, Spanish, painting, occupational orientation, CVAE - office duplication, CVAE - maintenance, mechanical drawing, and industrial arts.

The role of affective education is not just in the electives, but in all areas. To aid the teacher in placing new and varied techniques into the curriculum, extensive inservice programs are carried out. These activities are led by leaders in the field of education. Teachers plan, work, and study together at these programs which are held after school and occasionally on Saturdays.

During the school year, there are two committees that help to plan the curriculum. Both of these committees have student members which allows an expression of student needs. The curriculum is used as a vehicle for changing attitudes towards school and faculty.

To aid the teacher in teaching attitudes, values, and behavior, many new and old techniques are used. Transactional analysis, reality therapy, behavior modification, Individually Guided Education, Value clarification, and character education are all incorporated into the curriculum to meet this objective. Transactional analysis is a technique to help the student see himself and others in a more positive light -- the

"I'M OK, YOU'RE OK" attitude. In reality therapy love and self worth are treated as basic needs of all. A child has responsibility. He makes decisions from his own evaluation, and thus, he learns responsibility. The keystone of reality therapy is the child's making a value judgement and a commitment to change his behavior. Once a commitment is made, no excuse is acceptable for failure to carry it out.

Individually Guided Education is a process in which the teacher is especially concerned about the individual learner and his learning needs, regardless of comparisons made with other learners or group of learners. Each teacher assumes primary responsibility for teaching and guiding the education of the students in one learning community.

In organizing the curriculum so that it meets the needs of the individual student, every method from the traditional lecture to complete individualization is being used. One of the major techniques being used is the learning packet or module. Teachers write modules both individually and in groups, and then share them. Each teacher writes a module in an area that he is most interested in, and shares it with other teachers.

The library plays a major role in curriculum development. It is no longer a place to simply check out books but a learning resource center. Here the student may be found working on anything from a special project, to viewing a filmstrip, to writing his own module. The librarian has instructed the students in the proper use of the library.

In the development of curriculum, the teachers, administrators, and students determine the techniques and methods that will be used.

SUBSYSTEM V: EXTRACURRICULAR ACTIVITIES ORGANIZATION

To increase the active participation of the total student body, Elmore has expanded its program of extracurricular activities to involve all students. All activities are carefully planned to support the curriculum and coordinate with it, and are structured with the objectives of Project ORDER in mind.

There are twenty-four clubs for the students to participate in, and there are no grade requirements for any club except the Honor Society. This allows for greater participation. The extracurricular activities are aimed at meeting changing needs of the students and attracting more students to achieve more positive identification with the school and its programs.

Some clubs or organizations lend themselves to direct individual responsibility. The Literary League, which is an intra-district program, permits the student to achieve and compete in almost any academic field.

Realizing that all students are not athletic and some students prefer to excel in the academics, Elmore has placed the spotlight equally on both. Elmore students have always been proud of their athletic heritage, but now everyone has a chance to take part in her or her favorite sport, through intramurals. The students, as well as the faculty, participate in such intramurals as volleyball, basketball, track, football, baseball, and golf.

Another example of extracurricular activities are cluster assemblies. The students plan and implement an entire program within a particular cluster. They are responsible for everything that would make the assembly a success.

There is always a need to continue to develop the personalities and mental hygiene of boys and girls. The annual Beauty Pageant is an excellent opportunity for girls to enhance their personalities and to become aware of careers related to modeling, public relations, fashion designing, and theatre arts.

There is a young men's club on the campus which has been named the Gent's Club. Its purpose is to define the qualities of a gentleman. The club has been so successful in its endeavors that the mayor of Houston proclaimed April 20 - 26, 1975, as Gent's Week. As a result, the club has been chartered at other schools.

For the past three years, one day in February has been set aside as Law Day. To help observe this day, the Drama Department dramatizes a mock court session, and the scripts are written by the students. Two years ago, this group was invited to a local NBC station in Houston to be video-taped for public viewing. Many other school groups have been invited to perform for community functions and outside-district affairs.

Field trips related to extracurricular activities are especially designed to spark high morale. This year every student will go on a field trip. These trips, planned by the students, teachers, and team leaders, are educational as well as enjoyable.

SUBSYSTEM VI: PLANT AND FACILITIES ORGANIZATION

A fancy school building is not essential to implement Project ORDER. It will work in any school building. Elmore, built in 1957, is neither dilapidated or new. It represents the average age of most of the school buildings in the nation. The personnel of any school interested in Project ORDER should look at the proposed program and then evaluate the school's

general structure in its entirety. The exact size and number of clusters in Elmore Middle School were dictated by the arrangement of rooms in the building. Any school can find ways to utilize the existing building to accomodate this program or any similar program. The study of the building indicates what changes and renovations are needed.

After examining the general building at B. C. Elmore, it was necessary to make minor improvements in the building which were necessary to execute the proposed instructional program, which were essential in providing a positive, stimulating and constructive educational environment, and which were required to facilitate the cluster concept and arrangement. No drastic changes were needed. The majority of the money used to make these improvements has come from regular local maintenance funds rather than from special project funds. Some of the improvements that were made are:

(1) A few walls have been removed to accomodate larger space for team teaching; however, team teaching is also done in regular-sized classrooms.
(2) Hall lighting has been changed from very dim to very bright.
(3) New colorful lockers have been installed to replace old, drab-looking ones.
(4) Each room has been painted in bright vivid colors. Each teacher selected his own color for his particular room and for his particular personality.
(5) Some rooms have carpet fragments on the floor to change the regimented seating arrangement.
(6) Many rooms are equipped with file cabinets that serve as learning centers as well as indexes to student folders.
(7) New lunchroom furniture has been installed.

SUBSYSTEM VII: PROGRAM ORGANIZATION

As a result of program planning, scheduling and organization, meaningful learning experiences are implemented on the first day of class, and students begin adjusting immediately. The schedule is made for each of the four clusters, and then the four schedules are combined into one master schedule.

A close relationship exists between the preparation of the class schedule and program planning. With the aid of a flexible schedule, the needs of students are continually being met. Team planning takes place both in the academic areas and in the cluster.

Each cluster is responsible for team planning for the benefit of each students. If a student becomes a problem, behaviorally or academically, within the classroom or cluster, it is the total responsibility of the team to plan programs and methods to aid him. New techniques are used and innovative approaches are tried.

Cluster planning is an important part of cluster organization. Cluster faculty members come together to decide how they want their cluster to function, along with the help of team leaders. Team leaders enhance administrative effectiveness by working closely with the principal.

The additional faculty and staff positions -- team leaders, counselors, consultants, and teacher aides enable teachers to implement the curricular and extra-curricular program more effectively and to participate in cluster planning and group work. Staff development sessions are carefully planned to develop skills specifically required to implement Project ORDER, and are strategically timed for maximum participation and convenience to the staff.

Team teaching and multi-level instruction are excellent ways to

establish close identity with the student and his problem. Team teaching is done in all four departments of the school, with team teachers working in both self-contained and open area classrooms. Discussions enable them to make suggestions to each other in their respective groups to improve many of their teaching methods.

Multi-level grouping is a procedure used by teachers in the language arts department after diagnostic testing has been completed. Students are grouped on the basis of their reading levels. All students: sixth, seventh, and eighth graders are taught together according to their reading levels.

Not only do teachers use the rooms and areas of the rooms as learning centers but, since traffic in the halls is almost nil at any given time, the halls are used as well. It is not unusual to see anything from a student plotting a map to a play being dramatized in the halls.

Learning centers range from comic book reading to highly individualized skills lessons. The library is the major learning resource center and is accessible to all students. The gymnasium is used for more than athletics. It too serves as a learning center for all classes. Each detail of the building has been given careful and very special attention so that the total building serves as a facility to the boys and girls and help in programming Project ORDER.

SUBSYSTEM VIII: PARENT, COMMUNITY AND HUMAN RELATIONS ORGANIZATION

Parent-community-human relations, though last, is no less important than the other subsystems. The parents and community provide the social environment for the school. There was need to improve communication within the community. A newsletter was initiated and was given to each student and also mailed to the parents. Along with this, special programs

and assemblies were prepared and presented. The resource counselor was employed to aid citizens who needed transportation to the programs. This resource counselor also works with students and families who have special needs and provides clothing, medical attention, and other assistance when it is necessary.

Community people serve as resource persons who come to our school to talk and counsel with our students. Community resource people enhance relevance and interest, as well as effectiveness of the activities.

EVALUATION

Project ORDER has included provision for extensive, on-going evaluation of results. There is clear evidence of success. Prior to the beginning of the project, teachers were asked to log all incidents of misbehavior for one week, and administrators tabulated the number of cases of serious punishment such as suspension and corporal punishment. A similar survey was made during the corresponding week, just two months after the project had begun. It was found that teachers recognized almost as many problems, but these incidents were being handled in the classrooms and in the cluster. There was a drastic reduction in the number of students sent to the principal's office. Both corporal punishment and suspensions had been reduced to a fraction of that in the previous year. The survey was repeated one more time one month before the end of the first year of the project and four more times during the second and third years of the program. Now, the number of cases of misbehavior reported by teachers has been reduced to about one third the number reported before, and at the beginning of the project. (See Figure III.)

Another instrument has been used to measure attitudes of students toward school -- including their attitudes (1) toward their teachers, (2) toward their instruction, (3) toward the social structure of the school and relations with their peers, and (4) toward their school and learning in general. In all of these categories, student attitudes have been positive for a large majority of the students, during the early months of the program and throughout the life of the project. (See Appendix Figure VI.)

An evaluation questionnaire, completed by parents of students who had spent time in the Crisis Intervention Center, brought the heartening

FIGURE III Surveys of Discipline Problems: Numbers of Incidents of Misbehavior Reported by Teachers and Administrators.

	Week of Nov.5-9, 1973	Week of Nov.4-8, 1974	Week of May 5-9, 1975	Week of Nov 17-12,1975	Week of May 17-21, 1976
Number of cases not referred to the principal's office	2,321	2,254	865	423	475
Reduction from November, 1973		3%	63%	82%	79%
Number of cases referred to the principal's office	739	163	170	122	80
Reduction from November, 1973		78%	77%	83%	89%
a. Suspended	15	6	12	0	4
Reduction		60%	20%	100%	73%
b. Corporal Punishment	503	26	36	40	27
Reduction		95%	93%	92%	94%
c. Probation	9	2	4	5	0
Reduction		78%	56%	44%	100%
d. Warned	111	32	52	30	54
Reduction		72%	53%	73%	51%
e. Other	101	36	24	12	24
Reduction		64%	76%	88%	76%
TOTAL Number of Cases Reported	3,060	2,427	1,035	626	664
Reduction from November, 1973		21%	66%	80%	78%
Conferences with Parents*	915	35	23	18	13
GRAND TOTAL	3,975	2,462	1,058	644	677
Number of Teachers	26	33	39	22*	38

* Small N is accounted for largely by the fact that many teachers reported no significant behavior problems were encountered.

news that these families had observed improvement in students' behavior and attitude at home as well as in school. (See Figure IV.) Another questionnaire has established the fact that parents perceived the school as effective. (See Appendix Figures VII and VIII.)

Anonymous surveys have shown that almost all teachers perceive the program as reducing the number and severity of behavior problems, which results in more time for concentration on teaching-learning activities. They perceive student achievement as improving and their own curriculum as becoming more relevant and appropriate. (See Figure V.)

The most convincing evidence comes from more subjective observations. Unannounced visits and tours through the school disclose consistently productive learning activities. Students are not regimented or repressed but much of the purposeless and disorderly movement has been eliminated. There is orderly, constructive learning activity in all classrooms. There is still occasional disorder and misbehavior, but teachers are equipped to correct it, and get back to the productive purposes of the school.

In the first year there was an overall improvement in attendance in excess of ten percent. Attendance has averaged about 92.5 percent. In addition to a general increase in school attendance, skipping or cutting classes has become an uncommon practice and students are now expressing a sincere desire to attend school rather than looking for reasons to avoid it.

The success of any plan depends upon the efforts of conscientious and able professionals. Project ORDER succeeds because Elmore has such people. However, the organizational plan also facilitates the efforts, so that these professionals have a better chance to succeed.

An additional result of Project ORDER has been an improvement in

FIGURE IV Attitudes of Parents of Crisis Intervention Center Students

	MUCH WORSE		SOME WORSE		NO CHANGE		SOME BETTER		MUCH BETTER	
	N	%	N	%	N	%	N	%	N	%
From what your child tells you, since he or she has been in C.I.C.:										
1. What change do you see in his attitude toward school and his feeling about going to school?	0	0%	1	3%	5	16%	9	29%	16	52%
2. What change has there been in his behavior?	0	0%	1	3%	4	14%	14	48%	10	35%
3. What change has there been in his school work and learning in school?	0	0%	0	0%	5	17%	13	45%	11	38%
4. What change has there been in his behavior and attitudes at home?	0	0%	1	3%	6	20%	11	37%	12	40%

FIGURE V Responses of Teachers on Survey of Perceptions of Changes in Teaching - Learning Activities. (N=32)

Questions Asked: In the course of the school year, do you see...	Decreasing or Declining N	%	No Change N	%	Increasing or Improving N	%
1. The time which you have spent in dealing with discipline problems as increasing or decreasing, in your classroom?	26	82%	4	12%	2	6%
2. The time spent in constructive teaching-learning activities as increasing or decreasing, in your classroom?	4	12%	3	10%	25	78%
3. The quality of your classroom curriculum and instruction as improving or declining?	2	6%	2	6%	28	88%
4. The curriculum of other teachers in the school (or those that you are familiar with) as generally improving or declining?	4	12%	9	28%	19	60%
5. The academic achievement of your students as improving or declining?	2	6%	6	19%	24	75%
6. The attitudes and efforts of your students as improving or declining?	5	16%	2	6%	25	78%
7. Curriculum revision has been based on a matrix combining learning processes and life-interest areas such as self-concept, career, consumer, leisure, and cultural interests. During the course of the school year, have you observed:						
a. Releavancy of your classroom curriculum to student's life interests as increasing or decreasing?	4	12%	9	28%	19	60%
b. The teaching of other faculty members becoming more relevant to life interests of students?	2	6%	15	47%	15	47%

faculty-staff morale. With the development of more relevant curriculum and a well-organized school structure, the faculty has found more time for productive activities. Greater efficiency can be found in all areas of the organization.

There is no magic recipe; no other school could adopt the exact, same plan as the one used at B. C. Elmore. However, any school can benefit from using the systems approach and the four basic assumptions.

Administration and organization must recognize and correct the handicaps caused by large masses of anonymous, impersonal groups of students. Teaching of attitudes, values, and behaviors can not be achieved without special attention. Special facilities and methods are needed to deal with more severe problems of some children -- problems which cannot be handled as effectively in the regular classroom and which disrupt learning for the entire class. Finally, behavior problems can be solved in part by provision of a curriculum which is appropriate for the youngsters at this age-level and relevant to the environment in which these children live and learn.

The implementation of this project would not have been possible without a great deal of external and internal assistance. The Regional Education Center and the Advisory Board have been most helpful. The School Board, the Superintendent and the District Central Office Staff give the kind of support necessary for successful achievement of the stated objectives. Many people have given their time and efforts to make Project ORDER a reality.

APPENDIXES

FIGURE VI RESULTS OF STUDENT SENTIMENT INDEX

Grade 7

Mean Score - Based on Scale of 1-7

	VARIABLES	MAY, 1974	NOV. 1974	MAY, 1975	NOV. 1975	MAY, 1976
1	Teacher	5.0	4.5	4.4	2.2	2.1
2	Teacher Control	3.8	3.6	3.4	3.2	2.9
3	Teacher-Student Relationship	4.0	3.8	3.4	3.5	3.2
4	Attitude Toward Learning	4.1	3.8	4.1	3.3	2.9
*5	Attitude Toward Social Climate	4.9	4.4	4.2	3.4	3.0
6	Attitude Toward Peers	4.9	5.0	4.9	1.8	1.7
7	Attitude Toward School In General	5.0	4.9	5.0	1.9	1.8
8	Total Teacher Attitude	12.8	11.9	11.2	8.9	8.2

* Based on Scale of 1-8

Grade 8

	VARIABLES	MAY, 1974	NOV. 1974	MAY, 1975	NOV. 1975	MAY, 1976
1	Teacher Instruction	5.0	4.7	4.4	3.0	2.9
2	Teacher Control	3.7	3.8	3.7	3.6	3.2
3	Teacher-Student Relationship	3.8	3.8	3.3	3.8	3.6
4	Attitude Toward Learning	3.9	3.9	3.8	3.4	3.2
*5	Attitude Toward Social Climate	4.8	4.6	4.4	3.9	3.6
6	Attitude Toward Peers	5.2	5.1	5.1	2.6	2.1
7	Attitude Toward School in General	5.0	4.9	5.0	2.3	2.2
8	Total Teacher Attitude	12.5	12.3	11.4	10.4	9.6

* Based on Scale of 1-8

FIGURE VII

B.C. ELMORE MIDDLE SCHOOL

Questionnaire for Parents

I. Please fill in the blanks for each child you have presently attending Elmore Middle School.

Grade (6,7,or 8)	Boy	or	Girl
_____	_____		_____

II. From what you know of B.C. Elmore Middle School and based upon what your children tell you, how would you rate Elmore School and how do you think it compares to the other schools of the Houston area?

Answer by placing an "X" in the appropriate spaces.

	Superior	Above Average	Average	Below Average	Inferior
1. School building: Adequacy of school plant					
2. Faculty: Intelligence and ability of teachers					
3. Administration: Leadership and ability of principal and assistant principal					
4. Discipline: Control of children's behavior					
5. Curriculum: Content and methods in classes					
6. Interest in welfare of children: Fair treatment and consideration for children					
7. Teaching equipment and materials: Quantity and quality of equipment and materials					

FIGURE VIII Responses of Parents' Quality Ratings for B. C. Elmore Middle School (Fall, 1975 - N=150; Spring, 1976 - N=322)

Questions Asked: How would you rate Elmore School, and how do you think it compares to other schools in the Houston vicinity in the following areas?

	SUPERIOR OR ABOVE AVERAGE		AVERAGE		BELOW AVERAGE OR INFERIOR	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
1. School building: Adequacy of school plant	15%	15%	56%	61%	29%	24%
2. Faculty: Intelligency and ability of teachers	36%	27%	56%	62%	8%	11%
3. Administration: Leadership and ability of principal and assistant principal	33%	34%	59%	55%	8%	11%
4. Discipline: Control of children's behavior	28%	30%	55%	50%	17%	20%
5. Curriculum: Content and methods in classes	29%	20%	58%	69%	13%	11%
6. Interest in welfare of children: Fair treatment and consideration for children	31%	28%	51%	48%	18%	24%
7. Teaching equipment and materials: Quantity and quality of equipment and materials	27%	17%	57%	55%	16%	28%

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